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Digital Badges As Micro-Credentials: An Opportunity to Improve Learning or Just another Education Technology Fad?

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Digital Badges as Micro-Credentials: An Opportunity to Improve Learning or Just another Educational Technology Fad?

Patrick Guilbaud
Andrew Vorder Bruegge
Joyce Camp

Winthrop University TLC Conference 2/6/16
The Digital Age, Traditional Instruction & Microlearning

1. Information/Data is Everywhere
2. Need for a Structured Way to Gain Insights from Data
3. Traditional Instruction:
   - Is expensive and time consuming
   - Can’t keep up with constantly changing digital environment
   - Learning gain easily forgotten / can quickly become obsolete
4. Micro-Learning:
   - Short Digestible, Bite-sized Learning Units
   - Just in time
   - Easy to create and reproduce
We’ve Got Smaller Learning Chunks … Now What?

Need for recognition of formal / informal learning

Certification Continuum

Micro-credentials
  Narrowly focused

Stackable

Portable

Can lead to completion of a larger goal e.g., module, course, certification or award

Visual Representation of Skills and Achievements

Traditional Students & Career Portfolios

Faculty Development and Professional Portfolios

Great Opportunity of Leveraging Existing Knowledge
Badges: Benefits and Challenges

**Benefits:**
- Can help strengthen motivation
- Provides a means to recognize smaller learning chunks
- Supports lifelong learning and professional development
- Leads to better marketability of skills / competencies

**Challenges**
- Proliferation: Can be Issued by any entity ⇒ issues regarding worth / value
- Quality control / need for standards
- Expense / cost of maintenance
Issuing Badges for Mastering The Key Components of a Press Release
Using Badges for Assessment

Understanding of course materials

Formative Assessment

Summative Assessment
## Assessment of Learning Outcomes and Standards:

<table>
<thead>
<tr>
<th>Unit Standards/Elements</th>
<th>Student Learning Outcome – Course Content (SLO-C)</th>
<th>Course Content Assessment (CA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Level Competencies</td>
<td>Student Learning Outcome – Field Work (SLO-F)</td>
<td>Field Assessment (FA) (*) = Key Assessment(s)</td>
</tr>
<tr>
<td>ISTE- Teacher Standards</td>
<td></td>
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</tbody>
</table>

**CG1.** Design, justify, and implement digital-age learning experiences and assessments that meet the needs of diverse learners including, but not limited to, assistive technology;

- **US 3. Technology**
  - **E1.** The teacher candidate models and facilitates effective use of current and emerging digital tools to promote authentic problem solving, support learning, conduct research, and/or engage in creative expression.
  - **ULC:** 1, 4
  - **ISTE-T:** 1, 2, 3

- **SLO1-C.** Develop a technology integrated lesson plan that meets the needs of diverse learners (e.g. ELL, at-risk, gifted, students with learning disabilities).
- **CA- Technology Integration Portfolio**

- **SLO2-F.** Implement a technology integrated lesson that meets the needs of diverse learners (e.g. ELL, at-risk, gifted, students with learning disabilities).
- **FA- Field Experience Evaluation**

- **SLO3-C.** Explain how and why to use technology to meets the needs of diverse learners (e.g. ELL, at-risk, gifted).
- **FA- Technology Integration Portfolio**
<table>
<thead>
<tr>
<th>Introduction to Microsoft Excel - 3 hrs</th>
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<td>• Printing Spreadsheets</td>
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<td>• Copyright Basics</td>
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<td>Course Goals</td>
<td>Project (s)</td>
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<td>SLO1-C. Develop a technology integrated lesson plan that meets the needs of diverse learners (e.g. ELL, at-risk, gifted, students with learning disabilities).</td>
<td>Key Assessment- Contextual Factors Table</td>
</tr>
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<td>SLO3-C. Explain how and why to use technology to meets the needs of diverse learners (e.g. ELL, at-risk, gifted, students with learning disabilities).</td>
<td>Key Assessment- 3 Technology Integrated Lesson Plans</td>
</tr>
<tr>
<td>SLO2-F. Implement a technology integrated lesson that meets the needs of diverse learners (e.g. ELL, at-risk, gifted, students with learning disabilities).</td>
<td>Key Assessment- Instructional Commentary OR Individual Course Reflection Blog</td>
</tr>
</tbody>
</table>
Using Badges for Motivation

Motivational

Little chunks of information learned

Behavioral
<table>
<thead>
<tr>
<th>Items to complete</th>
<th>Activities</th>
<th>Criteria for Passing</th>
<th>Badge Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates during class discussions</td>
<td>Class Discussions</td>
<td>Speaks during class discussions at least once a week</td>
<td>Speak My Mind Badge</td>
</tr>
<tr>
<td>Cites articles and books read in class in other lessons, discussions, or activities</td>
<td>Class Activities</td>
<td>Shows knowledge of assigned reading materials by referencing them during class activities, discussions, or projects</td>
<td>Reader Rabbit Badge</td>
</tr>
<tr>
<td>Attends ALL classes</td>
<td>Attendance Log</td>
<td>Attends all classes</td>
<td>Perfect Attendance Badge</td>
</tr>
<tr>
<td>Completes papers in APA format</td>
<td>Class Papers</td>
<td>Consistently uses correct APA format on class papers</td>
<td>A P YAY Badge</td>
</tr>
<tr>
<td>Includes relevant educational technology articles, links, resources on the Individual Course Reflection blog</td>
<td>Blog</td>
<td>Includes at least 5 educational technology resources on the Individual Course Reflection blog</td>
<td>Ed Tech Guru Badge</td>
</tr>
<tr>
<td>Kind to classmates</td>
<td>Class Activities</td>
<td>Includes any other classmate in group projects, speaks with kindness to others, helps others problem solve, and comes to class with a positive attitude</td>
<td>Paying it Forward Badge</td>
</tr>
<tr>
<td>Shows Creativity</td>
<td>Class Activities</td>
<td>Goes beyond the basic assigned skills and includes creativity in class activities or projects</td>
<td>Let it Shine Badge</td>
</tr>
<tr>
<td>Completes Assignments on Time</td>
<td>Class Activities</td>
<td>Completes all assignments by the due date</td>
<td>Punctuality Badge</td>
</tr>
<tr>
<td>Earns all badges for this class</td>
<td>Log of Badges Earned</td>
<td>Has earned all possible badges for this class. Total of 16 badges possible.</td>
<td>Superstar Badge</td>
</tr>
</tbody>
</table>
A Little Friendly Competition?

Motivational Competition

https://marketingnabbed.files.wordpress.com/2012/07/trophy.jpg
Implementation Options- Credly

- Free
- https://credly.com/
- Create and give badges
- View who has received the badge
- View badge details and evidence
- Export to LinkedIn
Implementation Options - Class Badges

Free

http://classbadges.com/

Create and give badges

Collections of pre-made badges

Student Interface

Export to Edublog and more
Implementation Options: Open Badges

- Open Badges
  - Free
  - [http://openbadges.org/issue/](http://openbadges.org/issue/)
  - Create and give badges
  - Send badges to Mozilla Backpack
  - View criteria for earning a badge
  - Not as user friendly
Implementation Options - Blackboard Achievements

Blackboard Achievements
Course Tools
Define Triggers
Tie to Assignments, Tests, Course Materials
Can have multiple criteria
Export to Mozilla Backpack
Sharing to Mozilla Backpack

https://backpack.openbadges.org/backpack/login

Create collections of your badges

Allow badges to be seen by the public

https://backpack.openbadges.org/share/56a4906236983d771c774d198a4a70/?trk=profile_certification_title

Export to LinkedIn- Kind of...
Sharing to LinkedIn

Move from Credly to LinkedIn

Link to Mozilla Backpack from LinkedIn

Certifications

Credly Member (Credly)
Credly, License CREDLY-12341598
Starting January 2015

Link to my Mozilla Backpack

Add certificate
Demonstration in Blackboard

Create a Badge

Link Badge to Activity

Earn a Badge
## Implementing Badges in Different Educational Settings at Winthrop

<table>
<thead>
<tr>
<th>Course Goals</th>
<th>Project(s)</th>
<th>Criteria for Passing</th>
<th>Badge Earned</th>
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| E3. The teacher candidate models and requires safe, legal, ethical, and appropriate use of digital information and technology.  
ISTE NETS-T Promote and Model Digital Citizenship and Responsibility  
Competency 2: Winthrop graduates are personally and socially responsible. | Key Assessment- Video of Lesson Taught  
Copyright and Digital Citizenship Course Activities Throughout the Semester | Earn 90% or higher on the Video portion of the Key Assessment. Evidence in the video that the teacher models safe, legal, ethical, and appropriate use of digital information  
OR  
Earn 90% or higher on Class Activities that demonstrate the candidate’s ability to model safe, ethical, legal, and appropriate use of technology for other classmates. | Teacher Candidate Models Safe, Legal, Ethical, and Appropriate use of Technology |
| SLO10-E. Develop technology integrated activities that require safe, legal, ethical, and appropriate use of digital information and technology.  
SLO8-C. Describe legal, ethical, cultural, and societal issues related to technology. | Key Assessment- 3 Technology Integrated Lesson Plans | Earn 90% or higher on the Lesson Plan portion of the Key Assessment. Must show evidence in a lesson plan of how to teach students safe, legal, ethical, and appropriate use of digital information and technology.  
AND  
Lesson Plan addresses how students use safe, legal, ethical, and appropriate use of digital information and technology in their final products. | Teacher Candidate Develops Activities Where Students Learn about Safe, Legal, Ethical, and Appropriate uses of Technology |
| SLO9-F. Create materials using technology that adhere to copyright laws        | Copyright and Digital Citizenship Course Activities Throughout the Semester | Earn 90% or higher on Class Activities that demonstrate the candidate’s ability to abide by Copyright laws.                                                                                                           | Teacher Candidate Develops Materials that Adhere to Copyright Laws         |
## Implementing Badges in Different Educational Settings at Winthrop

<table>
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<tr>
<th>Non-Credit Courses and Credentials</th>
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  - Purpose of Excel
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  - What if statements
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**Project:**
Create a yearly budget using simple formulas to calculate recurring monthly expenses. Create some what if scenarios and use conditional formatting to show what items you spend the most on each month. Must score an 80% or higher on this task to earn a badge.

**Badge Earned:**
Microsoft Excel - Creating a spreadsheet using simple formulas and functions

### Introduction to Microsoft Powerpoint - 3 hrs

- Not Your Average Presentation - Using Powerpoint Without Words - 3 hrs
  - Presentation Zen
  - CRAP model
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  - Inserting Images into Powerpoint
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  - Notes section
  - Copyright Basics

**Project:**
Create a presentation using just images, with text in the notes section of the slideshow. Cite sources of images. Must score an 80% or higher on this task to earn a badge.

**Badge Earned:**
Microsoft Powerpoint - Using Images in presentations
Next Steps

Developing awareness about credentialing

Developing standards for using badges/achievements at Winthrop

Larger Rollout

Training for Faculty